R E P O R T R E S U M E S

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A COMPARISON OF A.C.T. SCORES OF TECHNOLOGY STUDENTS OF GLENDALE COMMUNITY COLLEGE WITH THE COLLEGE POPULATION IN GENERAL.

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IN 1966-67, AMERICAN COLLEGE TESTING PROGRAM SCORES EARNED BY 67 GLENDALE COLLEGE (ARIZONA) TECHNICAL STUDENTS WERE COMPARED WITH SCORES OF THE COLLEGE'S POPULATION AS A WHOLE, NUMBERING 693 STUDENTS. THE SCORES OF TECHNOLOGY STUDENTS TENDED TO BE LOWER IN ENGLISH AND SOCIAL SCIENCE, ABOUT THE SAME AS THOSE OF THE GENERAL POPULATION IN NATURAL SCIENCE, AND HIGHER IN MATHEMATICS. THE LOW SOCIAL SCIENCE AND ENGLISH SCORES SUGGESTED THAT THE TECHNICAL STUDENTS HAD A GENERAL BASIC DEFICIENCY IN LANGUAGE DEVELOPMENT. TECHNICAL STUDENTS APPEARED TO NEED SPECIAL HELP IN ENGLISH OR A PROGRAM DESIGNED ESPECIALLY TO AID THEM IN MEETING THE ENGLISH REQUIREMENTS FOR THE AA DEGREE. THE RANGE OF MATHEMATICS SCORES SUGGESTED THAT SOME TECHNICAL STUDENTS NEEDED REMEDIAL ASSISTANCE IN THIS AREA. (WO)

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A COMPARISON OF A.C.T. SCORES OF TECHNOLOGY STUDENTS OF GLENDALE COMMUNITY COLLEGE WITH THE COLLEGE POPULATION IN GENERAL

Descriptive Statistical Report
G-0-66-3

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INTRODUCTION

In planning courses of study for programs in Electronics Technology and Drafting Technology, data pertinent to the technical students is important to achieve valid planning.

Curricular considerations include the extent to which General Education courses should be included in the program. The preparation and achievement of the students is essential to determine the entry level of the students in such courses as Mathematics and English.

This report is a comparison of the A.C.T. achievement scores of students enrolled in the Electronics Techology and Drafting Technology programs at Glendale Community College with the student body in general for the year 1966-1967.

A COMPARISON OF TECHNOLOGY STUDENTS OF GLENDALE COMMUNITY COLLEGE WITH THE COLLEGE POPULATION IN GENERAL WITH REGARDS TO A.C.T. SCORES

On page three is a graphic presentation of the A.C.T. sub test and composite scores of Glendale Community College students (dotted line) and Glendale students enrolled in technology programs, drafting and electronics.

English A.C.T. scores show the greatest variance between groups, although the general pattern is the same (larger numbers in the lower areas, fewer with higher scores). The greatest concentration of technology students occur in the bottom three deciles, with almost none falling above the sixth decile.

In mathematics the technology students have fewer in the lowest areas with a higher concentration in the middle and upper decile than the general college population. The students in technology had about the same number in the seventh, eighth, and ninth deciles as the college students in general, and (significantly more in these areas than the Glendale College students).

Technology students at Glendale Community College were weaker as a group than the college population in the social studies areas. This score is often used as a screening device for reading problems, and when paired with the low English scores, it might point to a general basic deficiency in language achievement.

Natural science scores for the two groups agree fairly well with each other. The technology group is slightly heavier in the high average areas when compared to the college population.

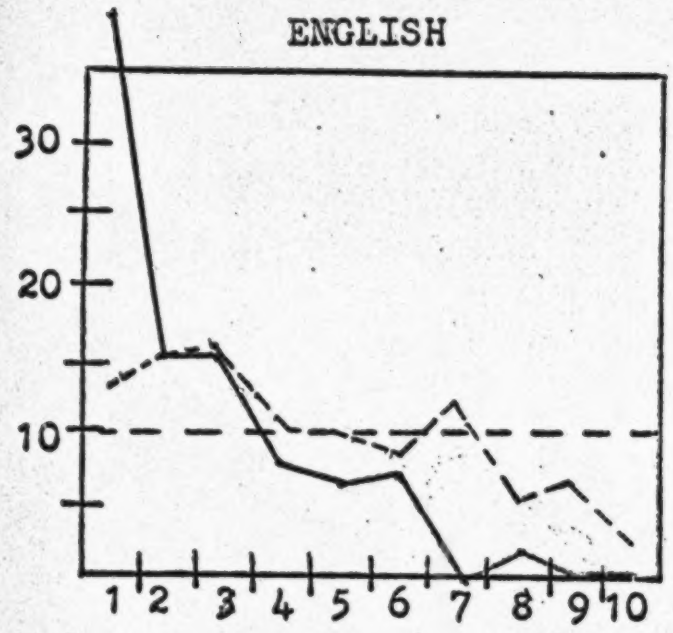
The composite scores of the two groups are not significantly different. When compared to the national college bound scores, Glendale Community College students tend to have fewer top students and a higher concentration in the low average areas.

GLENDALE COMMUNITY COLLEGE TECHNICAL STUDENTS PROFILE

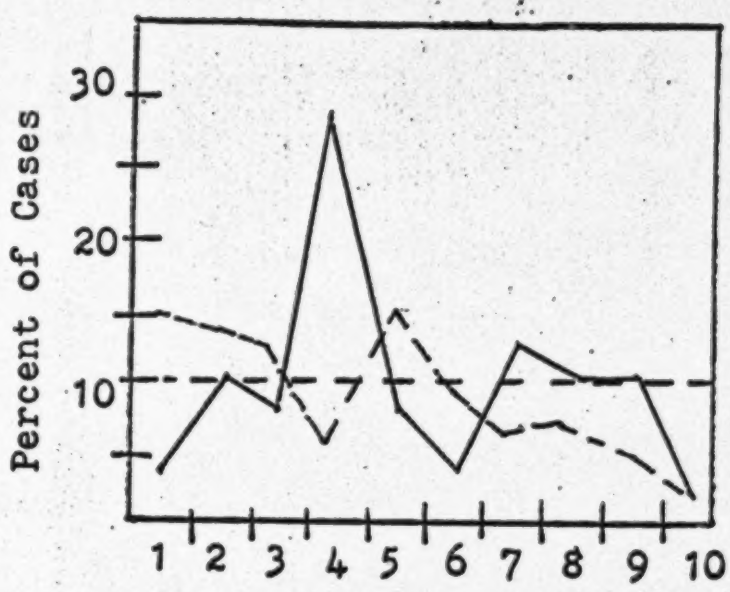
PERCENT OF CASES OCCURING AT EACH DECILE

A.C.T. COLLEGE BOUND HIGH SCHOOL SENIOR NORMS

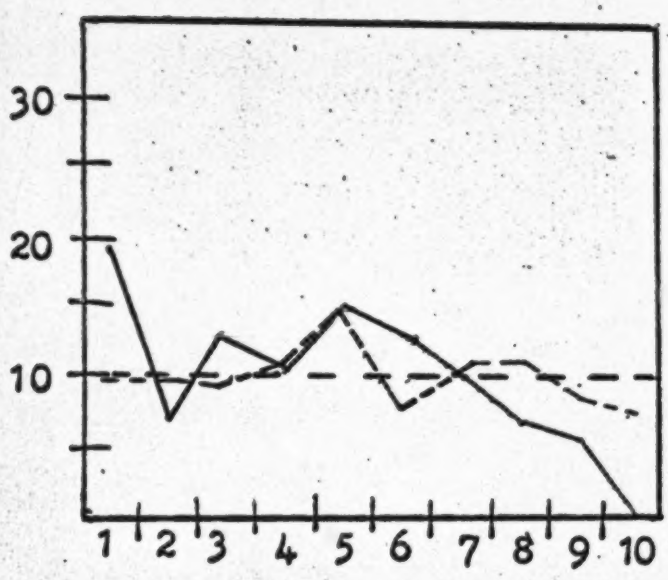
ENGLISH



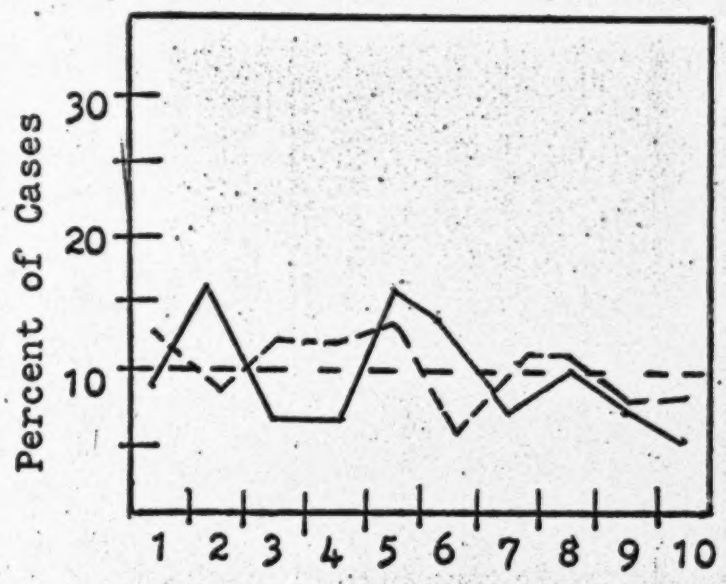
MATHEMATICS



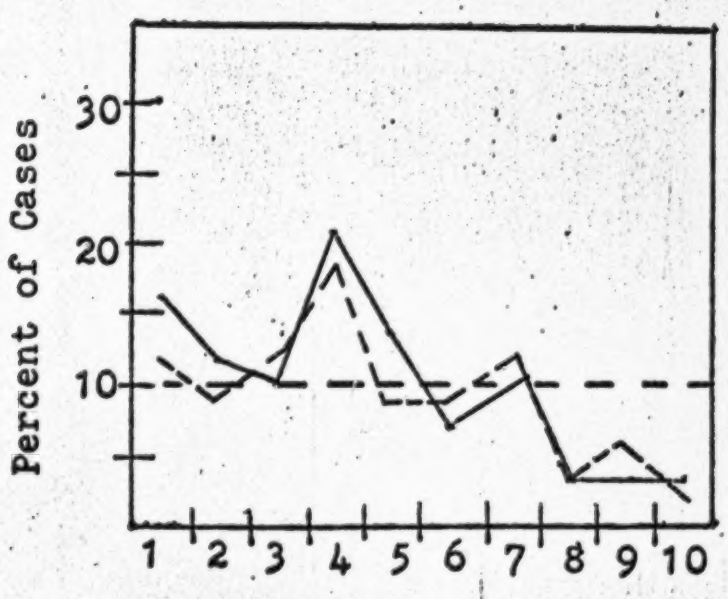
SOCIAL STUDIES



NATURAL SCIENCE



COMPOSITE



KEY:

———— TECH. STUDENTS
N = 67

- - - - - - - - GCC NORMS
N = 693

Page five compares the mean A.C.T. achievement of the Glendale Technology students to Glendale Community College students as a whole.

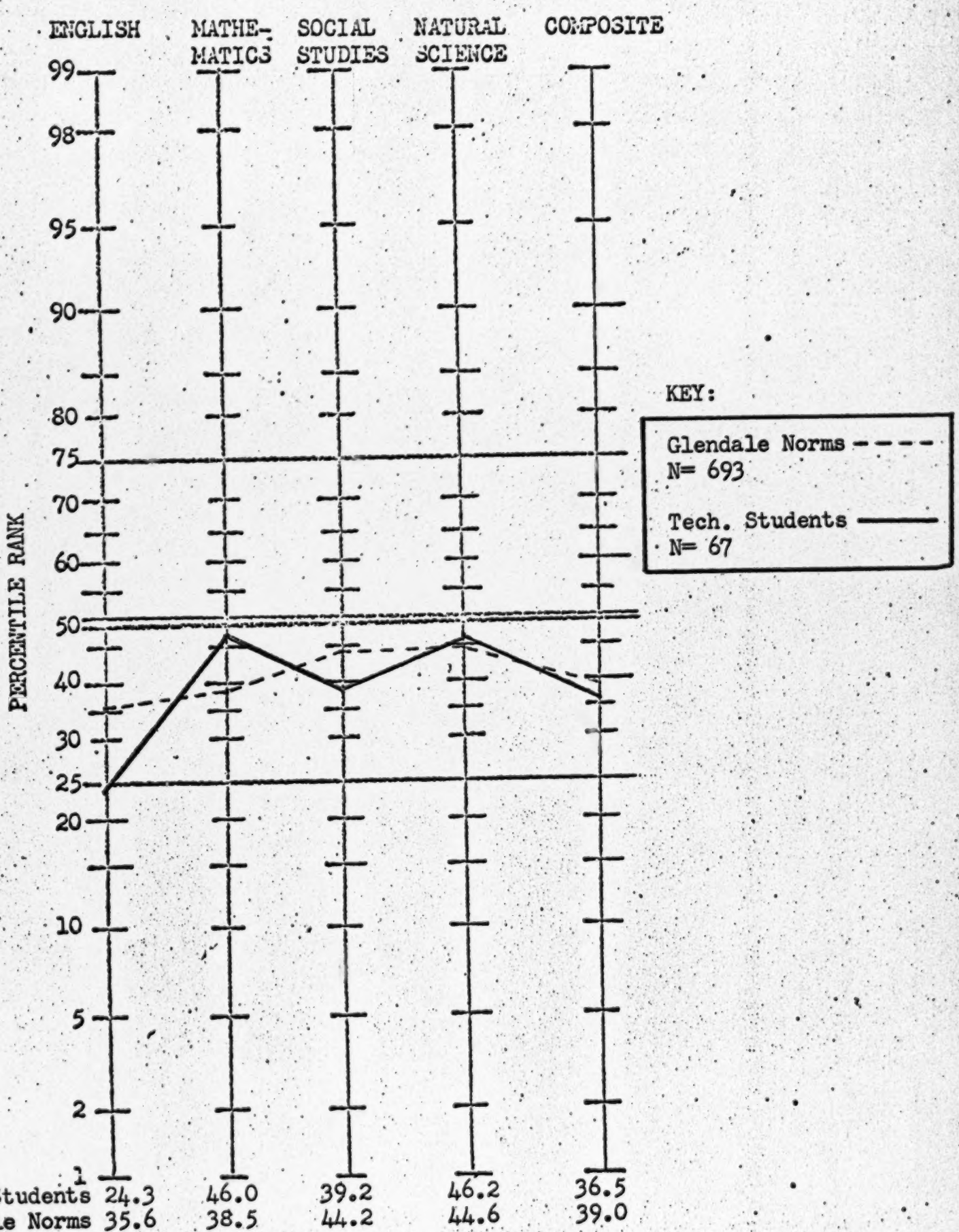
The greatest divergence is seen in the A.C.T. English sub test where the technology students fell ten percentile points lower than the Glendale student body in general.

In mathematics the technology students were eight percentile points higher than the Glendale Community College norm. In social science they fell slightly below the Glendale Community College norm, and in natural sciences the mean scores were in close agreement.

A COMPARISON OF A.C.T. SCORES OF GLENDALE COMMUNITY COLLEGE ENTERING FRESHMEN TO A.C.T. SCORES OF GLENDALE TECHNOLOGY STUDENTS BY SUBTESTS

1966 - 67

NATIONAL COLLEGE BOUND HIGH SCHOOL SENIOR NORMS



	ENGLISH	MATHE-MATICS	SOCIAL STUDIES	NATURAL SCIENCE	COMPOSITE
Tech. Students	24.3	46.0	39.2	46.2	36.5
Glendale Norms	35.6	38.5	44.2	44.6	39.0

CONCLUSIONS

1. Glendale Community College technology students achieved in English considerably lower than the national college population in general. Over half (55 percent) of these students fell at or below the national 20 percentile in English. Only 15 percent of these students fell above the national 50th percentile.

2. The mean English sub test score for Glendale students was at the 36th percentile when compared to national college bound norms. Technology students achieved a mean national English score at the 24th percentile, over 10 percentile points below the Glendale norm, and 25 points below the national norm. These students will need special help in English, or a special English program which will fulfill the requirements of the Associate of Arts degree.

3. In the mathematics area 76 percent of the technology students scored at or above the 40th percentile nationally as compared to about 50 percent in the Glendale Community College population. Technology students, thus achieved at about the national college bound average in mathematics. This means that although over half of these students have average or better preparation for college mathematics, almost 40 percent are deficient. This seems to indicate a need for a preparatory experience in mathematics for certain students.

4. In social and natural sciences the technology students follow the college trend in general when compared to national norms. They seem to be a bit weaker in the social science area, which suggests a possible reading problem and supports the low English scores.

5. There is no significant difference between the technology students and the college population when looking at the composite scores. This shows that they, as the population in general, fall at about the 40th percentile nationally.